

# Childminder report

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Inspection date: 21 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and safe at this welcoming childminder's home. The childminder interacts well with children and helps them to build strong relationships with her. She and the children play for extended periods of time, engaging enthusiastically in activities. For example, the childminder encourages children to use the play dough. Children make strawberry ice creams. They cut using a knife safely and roll the dough out flat. The childminder helps to develop the children's small muscles well.

Children demonstrate good behaviour and have positive attitudes towards their learning. They have good opportunities to access fresh air and exercise during daily outdoor play. The childminder praises the children as they ride scooters safely up and down the patio, negotiating the garden furniture as they go. She blows bubbles and children jump and leap as they try and catch bubbles as they float up to the sky. These opportunities help to extend children's physical skills.

Children show they are comfortable in their surroundings. They independently choose what they want to play with and do. For example, pretending to go shopping. The childminder extends this play and helps to develop the children's imagination. She asks the children to buy some food and vegetables and cook pizza for their dinner.

## What does the early years setting do well and what does it need to do better?

- The childminder's curriculum supports all areas of learning. She follows children's interests and supports them to learn through play. For example, children enjoy playing with the farm animals. The childminder uses the farm animals to help to teach mathematics. She asks the children to count and compare the sizes of the animals. However, sometimes in her enthusiasm, the childminder steps in too quickly. She helps children rather than giving them time to solve problems for themselves and complete their own ideas.
- The childminder supports children's language skills well. She introduces new words into conversations, such as chicken coop and stable to name the toys children are playing with. The childminder sings with the children to help to develop their vocabulary. She asks questions to develop children's thinking skills. However, on occasions, the childminder does not give children enough time to respond to questions she asks. This does not help to develop children's thinking skills.
- The childminder is passionate about her role and has high expectations for all children. She plans opportunities that broaden their experiences. For example, the childminder takes the children to the library to extend their love of books. To help children to learn about the community, the childminder takes children to local playgroups and parks to help them to socialise and meet other children.

- The childminder is calm and has high expectations for children's behaviour. She knows the children well and offers lots of praise. Children learn about appropriate behaviour. The childminder provides them with consistent messages about how they should behave. For example, she gives explanations about possible consequences if they throw the toys.
- Children show impressive levels of self-care skills. They proudly tell visitors they are washing their hands and are going to put on their wellington boots to go outside. They know where the toys go at tidy-up time. At mealtimes, children independently feed themselves. These skills help children in their preparation for school and future learning.
- The childminder carries out the statutory progress check for children aged between two and three years. She talks to parents regularly about how they can support children's learning at home. Parents express high levels of praise for the childminder. They value the extensive lengths the childminder goes to to support their children's learning. They state they enjoy receiving the photos through a social media group, which helps them to know what their children are doing. The childminder talks to parents daily and sends text messages.
- The childminder develops her professional knowledge. She attends online training to update her skills and improve her knowledge. The childminder has recently undertaken training to learn sign language. This is to help children to understand their language even better.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training related to various safeguarding issues, including the 'Prevent' duty. This helps her to maintain a good knowledge and understanding of the signs and symptoms of abuse. The childminder is confident about her responsibilities and knows what to do if any concerns arise about the welfare of children in her care. She understands the procedure to follow if an allegation is made against her. The childminder helps to keep children safe by ensuring they are well supervised and that any risks in the environment are minimised.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- provide more opportunities for children to solve problems and follow their own ideas
- give children more time to answer and respond to questions, to develop their thinking skills further.

## Setting details

<b>Unique reference number</b>	EY466524
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10295490
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Burbage, Leicestershire. She holds an early years qualification at level 3. The childminder operates all year round from 7am to 5pm, Monday to Wednesday and from 7am until 5.30pm on a Thursday. The childminder does not open for a week at Christmas and at family holiday times.

## Information about this inspection

**Inspector**  
Jan Hughes

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her to join in with their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote statements for the inspector, so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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